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AUTHOR	Randhawa, Bikkar S.
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ABSTRACT

A survey conducted of a 25 per cent stratified sample of the University of Saskatchewan's teacher education program graduates, class of 1979, revealed an 85.7 per cent overall job success rate for those who actively sought employment as teachers. Statistics varied between Saskatchewan and other provinces, but the overall employment pattern for Canadian teachers proved to be equal to or better than that of the previous seven years. Information pertaining to teacher placement and to teacher graduate study is also included in the report. (LH)

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IRR - 79 - 2

JOBS FOR TEACHERS WHO QUALIFIED FROM THE COLLEGE OF EDUCATION IN 1978-79

Author:

Bikkar S. Randhawa[1]

College of Education

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[1] *The author gratefully acknowledges the financial assistance and support of Dean Robin Farquhar and Assistant Dean M. P. Scharf for this study.*

Summary

A survey was conducted of a 25% stratified sample of students from the various teacher education programmes, who attended the College of Education in 1978-79 and were eligible for a teaching certificate by the 1979 spring convocation. Some of the important findings are listed below:

1) The overall job success rate for those who actively sought employment was 85.7%. This compares favourably with last year's rate of 85.9%.

2) The job status of applicants from the different teacher education programmes was similar.

3) All successful teacher candidates, except 3.6%, generally got teaching positions in the teaching divisions for which they were qualified. The decreasing trend in misplacements is encouraging.

4) Of those who got teaching positions, 90.2%, 4.9%, and 4.8% were in Saskatchewan, Alberta, and other parts of Canada, respectively. A substantial reduction in placements in Alberta occurred this year as compared with 9.2% last year.

5) A substantial 67.6% of the teaching jobs in Saskatchewan were obtained in rural jurisdictions.

6) An overwhelming majority (89.7%) of those who were pursuing further studies was attending the University of Saskatchewan.

7) The employment picture for this year was as good as in any of the last seven years.

Jobs for Teachers who Qualified from the College of Education in 1978-79

Bikkar S. Randhawa[1]

College of Education

University of Saskatchewan

Any institution has the responsibility to determine what lies ahead for its graduates in terms of employment and the extent to which they fill the bill of the market. The College of Education has conducted surveys since 1972 to establish employment trends of teachers who qualified from the College in the preceding academic year.

The major purpose of the present study was to determine whether any aberrations in teacher employment patterns occurred in 1979 as contrasted with the previous years. The present study also attempted to answer the following questions:

1) What is the relative job success of applicants under various job categories?

2) What is the relative job success of applicants from various teacher education programmes?

3) Are the teacher candidates from the different teacher education programmes assigned teaching duties in the appropriate grade or division levels?

4) What are the general reasons for the qualified teachers accepting jobs other than teaching?

5) What is the relative demand for our students in other provinces?

6) Are some professional specialities more in demand than others?

7) What are the plans of those who did not apply for teaching positions or who were not offered any positions?

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Method

Sample

A 25% stratified sample of students (N=194) from various teacher education programmes, who attended the College of Education, University of Saskatchewan, in 1978-79 and were eligible for a teaching certificate by the 1979 spring convocation, was obtained.

Instrument

The instrument for data collection was a revised questionnaire used in 1978. It consisted of five sections. Section A elicited general information, including the programme of study, the year of education in 1978-79 including any years transferred, major teaching subject(s) if any, minor teaching subject(s) if any, the teaching certificate for which eligible, the area of professional specialization if any, whether on leave from a teaching position, and whether an applicant for a full-time position.

Section B was intended only for those who were applicants for jobs. It asked them to indicate the kind of jobs applied for, the number of applications for teaching jobs, locales of teaching applications, and the kind of job accepted in 1979-80.

Section C was designed only for respondents who accepted teaching positions in 1979-80. It obtained information on the division(s) in which the respondents were teaching, the subject(s) taught, the location of the teaching position, locale in Saskatchewan if relevant, whether they applied for full-time or part-time teaching jobs, and whether the accepted position is full-time or part-time.

Those who accepted positions other than teaching completed Section D and provided information on whether a teaching position was offered the respondent, the specific job category of the position accepted, and the specific reason for accepting the position.

Respondents who either were non-applicants for positions in 1979-80 or were not offered any job completed Section E. The first question in this section required them to indicate whether a teaching position was offered. Those who indicated that they were offered a teaching position were required to explain why such a position was not accepted. Next, the respondents were asked to indicate whether they were undertaking further studies in 1979-80. Those who responded affirmatively were asked to indicate the location of further studies and the degree sought. However, those who were not undertaking further studies were asked to state what they were doing in 1979-80.

Procedure

On August 15, 1979, each selected subject was mailed the questionnaire with a covering letter. Those who had not returned the questionnaire by September 10 were sent a reminder. Another reminder was sent to those who had not responded by November 5.

Of the 194 questionnaires sent, five were undelivered because the addressees had moved and had not left a forwarding address. Of the remaining 189, 86.2% or 163 questionnaires were returned.

Results and Discussion

A distribution of job status for the various application categories is given in Table 1. Of those who sought teaching positions only, 94.1% were successful in obtaining jobs, 91.7% in teaching and 2.4% in related occupations. Of those who sought other jobs, only, 80.0% were successful. However, of those who applied

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Insert Table 1 about here.

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for both teaching and other jobs, 18.7% obtained teaching positions and 25.0%

other jobs, for a success rate of only 43.7%. The overall success rate of those who actively sought employment was 85.7%. The success rate of the 1977-78 graduates was 85.9%. Hence, the success rates for the two years were statistically equivalent.

A distribution of programme of study by job status of the sample is provided in Table 2. A χ^2 test of independence between programme of study and job status

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Insert Table 2 about here.

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was positive [$\chi^2(14)=14.89$, $p<.39$]. This result indicated that although the distribution of frequencies of various programmes of study into job status categories might appear different, differences in distribution were not statistically significant. Hence, graduates of different teacher education programmes had identical job opportunities.

Only 3.6% of the successful teacher candidates were given teaching responsibilities in divisions (grades) for which they did not have direct and proper teacher training. In 1978-79, 4.3% of the successful candidates were in this category (Randhawa, 1979). Randhawa and Kirkpatrick (1975) noted that about 50% of the successful teacher candidates were assigned teaching grades which were inconsistent with teacher training emphasis. An obvious increase in the extent to which new teachers are assigned to divisions (grades) consistent with their training should provide professional satisfaction, and this trend might indicate a higher level of awareness by school administrators of the various programmes in the College of Education.

Of those who accepted jobs other than teaching, 30% had been offered teaching positions. They decided to take other positions because the teaching was not in a choice location (10%), because the other jobs offered more money than teaching (10%), or because of personal interest (10%). The type of work

other than teaching was office (40%), technical (10%), blue collar (20%), and other (30%).

Of the successful teacher candidates in 1979-80, 90.2%, 4.9%, 2.4%, and 2.4% got positions in Saskatchewan, Alberta, Manitoba, and other parts in Canada respectively. It seems that significantly fewer of our students obtained teaching positions in Alberta this year compared with last year (9.2%). Still, about 10% of our successful teacher candidates obtained positions in locations outside of Saskatchewan.

Locations of employment of those who obtained teaching positions in Saskatchewan were Saskatoon (17.6%), Regina (1.4%), small cities (13.5%), and rural areas (67.6%). It is obvious that rural locations absorbed a large proportion of our prospective teachers in 1979-80. These results should have significant implications for the teacher education programmes, which should be designed so that teachers are as well aware of the psychological, sociological, and environmental characteristics of rural pupils and their communities as of urban pupils and communities.

Of all the respondents, 39.3% had professional specialization in one of Reading, Library Science, Education of Exceptional Children, Educational Pscyhology, Technical/Vocational Education, and Music Education. A significantly higher percentage of the prospective teachers in 1979-80 had acquired professional specialization than in 1978-79 (30.3%). This year, teachers with professional specialization had a higher probability of obtaining jobs than those without it. A similar advantage was reported for the sample last year (Randhawa, 1979).

Fifty-eight (35.6%) of the respondents did not apply for any jobs. A majority of these (55.2%) did not seek employment because they were planning to pursue further studies. Of the non-applicants, 15.5% were not interested in jobs because of their personal or family circumstances such as getting married, homemaking responsibilities, or pregnancy; 12.1% had teaching jobs already;

12.1% had other jobs already; 1.7% were planning to find employment eventually; and 3.4% were planning part-time study and travel.

Of those who applied for teaching and/or other jobs and did not get any (9.2% of the respondents), 46.7% were planning to pursue further studies, 40.0% were actively seeking other or related employment; 6.7% were undecided; and 6.7% did not want to leave Saskatoon for a teaching position elsewhere and had sought employment only in Saskatoon.

Distributions of employment status of prospective teachers for eight years are given in Table 3. It may appear that significant shifts have occurred in

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Insert Table 3 about here.

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the teacher and study categories. However, a test of independence of employment categories and year of employment for the last two years, using cell frequencies, indicated that the distributions of frequencies for the last two years were similar [$\chi^2(3)=4.85$, $p<.18$].

Interestingly, an overwhelming majority (89.7%) of those planning to pursue further studies were doing so at the University of Saskatchewan. Another 5.1% were attending universities in other parts of the country. Only 2.6% of these were at the University of Regina. The remaining 2.6% were attending other post-secondary institutions.

Data presented in this report indicate that the prospects of employment of our graduates remain strong. Demand for teachers in rural areas, in spite of a decline in enrollment, is particularly strong. This may be explained by greater attrition of teachers in rural areas than in urban/city jurisdictions.

Gathercole (1979) has provided net teacher requirements from 1979 to 1989. According to these estimates, Saskatchewan needs approximately 1,400 new teachers every year up to the mid-80's. After that, approximately 1,600 new teachers will be needed each year until 1987 to meet the demand in Saskatchewan. During each

of the last four years, approximately 600 of the new teachers had attended University in Saskatchewan and about 300 were recruited from other Canadian provinces and other countries (Gathercole, 1979). These data suggest quite clearly that demand for new teachers in Saskatchewan has not dried up despite reports of doom and gloom elsewhere in the country. Nationally, in June, 1979, the unemployment rate for teachers was 3.5% (Bagnall, 1979). This rate is one of the lowest among the 18 fastest growing job categories.

In the population of the present study, it is highly unlikely that anyone would be unemployed if they vigorously searched for jobs and were willing to go where the jobs are in the province. All may not find teaching positions, but certainty of jobs for teachers currently is very high.

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TABLE 1

Job Status of 1978-79 College of Education Students Eligible for Teaching Certificates Under Various Application Categories[a]

Application Status	Job Status			Total
	Teaching	Other	None	
1. Teaching	77	2	5	84
	91.7	2.4	6.0	
	96.2	20.0	33.3	
	73.3	1.9	4.8	80.0
2. Other	0	4	1	5
	0.0	80.0	20.0	
	0.0	40.0	6.7	
	0.0	3.8	0.9	4.8
3. Both Teaching and Other	3	4	9	16
	18.7	25.0	56.2	
	3.7	40.0	60.0	
	2.9	3.8	8.6	15.2
Total	80	10	15	105
	76.2	9.5	14.3	100.0

[a] *Cell entries in the Table represent count, row %, column %, and total % respectively.*

Table 2

Distribution of Job Status by Programme of Study of 1978-79 College of Education Students[a]

Programme	Job Success (%)	Job Status			Total
		Teaching	Other	None	
1. 3-Yr. Standard Cert. (Elementary)	94.1	12	4	1	17
		70.6	23.5	5.9	
		15.0	40.0	6.7	
		11.4	3.8	1.0	16.2
2. B.Ed. (Elem.) After Standard Certificate	80.0	15	1	4	20
		75.0	5.0	20.0	
		18.8	10.0	26.7	
		14.3	1.0	3.8	19.0
3. Continuous 4-Yr. B.Ed.	68.8	9	2	5	16
		56.3	12.5	31.3	
		11.3	20.0	33.3	
		8.6	1.9	4.8	15.2
4. Continuous 4-Yr. B.Ed. (Secondary)	90.5	18	1	2	21
		85.7	4.8	9.5	
		22.5	10.0	13.3	
		17.1	1.0	1.9	20.0
5. B.Ed. A.D. (Elem.)	66.7	2	0	1	3
		66.7	0.0	33.3	
		2.5	0.0	6.7	
		1.9	0.0	1.0	2.9
6. B.Ed. A.D. (Sec.)	94.2	14	2	1	17
		82.4	11.8	5.9	
		17.5	20.0	6.7	
		13.3	1.9	1.0	16.2
7. Voc. Tech.	83.3	5	0	1	6
		83.3	0.0	16.7	
		6.3	0.0	6.7	
		4.8	0.0	1.0	5.7
8. B.Mus/Mus.Ed.	100.0	5	0	0	5
		100.0	0.0	0.0	
		6.3	0.0	0.0	
		4.8	0.0	0.0	4.8
Total		80	10	16	105
	85.7	76.2	9.5	14.3	100.0

[a] Cell entries in the Table represent count, row %, column %, and total % respectively.

Table 3

Status of Prospective Teachers for Eight Years[a] in Percentages

Year	Teacher	Study	Other Occupation	Unemployed/ Other Plans
1971-72	50.6	25.3	12.7	11.4
1972-73	61.3	15.3	10.8	12.7
1973-74	50.6	17.4	5.1	26.9
1974-75	68.8	18.2	5.9	7.1
1976-77	51.9	28.7	4.4	15.0
1977-78	60.3[b]	20.6	6.7[c]	12.4
1978-79	64.2	13.8	9.2	12.8
1979-80	53.4	23.9	10.4	12.3

[a] Stated as a percentage.

[b] For 1977-78 and after includes those who were non-applicant but had previous teaching positions. This may not be the case for the previous years.

[c] For 1977-78 and after includes those who were non-applicant because they had a position already in another occupation. This adjustment may not have been made in the previous years.